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Fourth grade: Transportation; prehension of food among animals.

Fifth grade: Scenes from colonial history; design for embroidered table-cover.

Sixth grade: Greek life; decoration of kindergarten.

Seventh grade: Mediæval history; illumination.

Eighth grade: Frontier life.

SPEECH, ORAL READING, AND DRAMATIC ART.

MARHTA FLEMING.

FEBRUARY is memorial month, made great by the birth of two illustrious Americans, Washington and Lincoln. There are wise teachings for all Americans in the lives of these men, and a large opportunity is given for presenting to the children the high ideals of character, of citizenship, and statesmanship exemplified in their lives. Their names come to stand more and more for all that we, as a nation, revere in private life, and for all that we reverence and honor in public life.

Born nearly a century apart, under widely different circumstances, into an environment with almost opposite traditions, they yet possess in common those qualities of heart and mind which men of all nations and all times delight to honor.

That this may be the better appreciated by the children we shall bring into close contact and sharp contrast the conditions of their birth, their childhood, boyhood, young manhood, and public life; then show in a vital way—in a way that will appeal to the children—how each of these men displayed, in his particular environment, his native bent of character; how he adapted himself to this environment, and thus generated power to impress and move his fellow-men, and acquired fitness and strength to meet and solve the large problems of his times. The pupils will live with them as boys and learn to know them as *real* boys, full of life and fun, brave, honest, truthful, loving boys, hardworking, useful, and helpful.

Washington was an Englishman by birth, breeding, and tradition. He lived at a time when our representative men were not far behind the mother-country. They were courtly and polished in manner, and many of them rich. There were many

classical scholars among them. The sons of the rich were sent to England to study and see life, and they imported the culture, art, and letters of the Old World into the New. Washington, while never abroad himself, mingled with these men. Courageous, honest, loyal, courteous, respectful, yet masterful; resourceful, far-seeing, and full of the spirit of prophecy where his people were concerned—he carried into public life all the virtues and graces which adorned his private life.

Lincoln, on the other hand, was born in poverty into a life where the struggle for existence was so engrossing that there was little room left for elegance, ease, or culture. Everything seemed against him. Poverty, rudeness, and ignorance cradled him. He had not the privilege of even the poorest country school. Hard physical labor filled his days. Yet he prevailed. Out of such an environment came this gentleman with the tender, unselfish heart—sincere, temperate, far-seeing, and resourceful as Washington. No greater man has passed across the century than Lincoln. The bareness and strenuousness of his life among material things only throw into clearer relief his strong, commanding, winning personality. His school was the earth, the skies, the green grass, the trees, and self-employment, usually self-directed.

Both Washington and Lincoln were large, powerful men, with muscles well developed by outdoor life and work, and with abounding health and great physical endurance. Their early lives trained them to meet and overcome difficulties. Washington had more of the social graces, but Lincoln's genuine sympathy and keen sense of humor were most winning. Sincerity and integrity of purpose, scorn of all that was false in word or deed, were fundamental traits in their characters. Steadfastness, holding to a purpose in spite of criticism, marks both men. Both were calm, deliberate, and courageous in action under the greatest pressure and opposition. Both showed a solemn sense of the dignity and responsibility of their public offices, and of the obligations these imposed upon them. Both men were deeply and reverently religious, acknowledging God in all their ways, and both possessed a certain serenity of soul, a great

patience, and a broad charity toward men. Both were moved by the spirit of pure democracy, having for their ideal the personal liberty of the individual, the enfranchisement of man.

The children of the first, second, and third grades will study the first homes and the childhood of these men, and tell about them by pictures, other art, or stories. A model of the home in which Washington was born, and one of the log-cabin in which Lincoln was born, will be made. Then by pictures will be shown the interiors of these homes, incidents in their childhood and boyhood, such as Washington training the colt; a picture of the horse and wagon in which the Lincoln family made the journey from Kentucky to Indiana; the log home in Indiana; Lincoln reading by the firelight; Lincoln writing letters for the neighbors. These pictures and stories may be multiplied as the children and teacher may decide.

The third grade is studying emigration to the West, as outlined this month by Mrs. Thorne-Thomsen, and the experiences of the Lincoln family may be taken as representative of life in the West at that time.

The schools of the time of Washington will be studied, and possibly represented in dramatic form. Anecdotes and stories will keep before the children the personality of the two boys who were leaders even as boys—self-reliant, good fighters, where fighting was necessary—standing head and shoulders above their fellows.

A social evening in costume of the time of Washington will be presented and a few measures of the stately minuet danced; for this dance is an expression of the reserve, dignity, and ceremony that hedged the individual and taught him self-control and high courtesy.

“With the minuet in fashion
Who could fly into a passion?”

The study of Washington's experiences as a surveyor, the part he took in the French and Indian war, in which his advice to Braddock showed a wisdom far beyond his years; the study of Lincoln's struggles with poverty as country store-keeper and young lawyer; his election to the state legislature of Illinois, and his first political speech, will interest the older children. These and other incidents in the young manhood of both may be told and illustrated by pictures, or presented in any way the children may think best.

Following will come a study of Washington as commander-in-chief of the army. The fifth grade is at this time especially interested in this period of our history, and they may decide to represent in dramatic form the Continental Congress in session, thus realizing for themselves something of the spirit and quality of the men who shaped the destiny of America.

Incidents in the battle of Monmouth, the winter at Valley Forge, and Washington's attitude in the Arnold-Andre affair will be described to throw light upon his character as commander-in-chief. Following this will come a study of the ideals and policy of Washington while president, and of the

effects of these upon our national history. This work will be done by one of the pedagogic classes. Each member of it will write, and the best oration will be selected for delivery.

Lincoln's ideals and policy during his presidency will be studied in the same way by the second-year pedagogic class. The history and story of the Emancipation Proclamation will be told. Some of the public speeches of both men will be studied: the Lincoln-Douglas debates, "Washington's Farewell to the Army," "Washington's Farewell to His Countrymen;" Lincoln's first inaugural speech, "The Gettysburg Address," and some of the most noted patriotic sayings of both.

The program will open with the singing of the hymn "All Ye Nations." This will be followed by the reading of "What Constitutes a State?" The program will close with the reading of "O Captain, My Captain."

This is, in brief, an outline of the study to be done for this program, in the Francis W. Parker School as well as in the School of Education. How the material selected will be worked out and represented in each school depends upon the individual teachers and their pupils.

REFERENCES: Mitchell, *Hugh Wynne*; Johnston, *To Have and to Hold*; Johnston, "Audrey," *Atlantic Monthly*, 1901-1902; Thackeray, *The Virginians*; Churchill, *The Crisis: Memories and Letters of Dolly Madison* (edited by her grandmother); Morse, *Life of Lincoln*; Nicolay and Hay, *Life of Lincoln*; Irving, *Washington*; Brooks, *The True Story of George Washington*; Brooks, *The True Story of Abraham Lincoln*; Scudder, *George Washington*; *Patriotic Selections* (Riverside edition); McMurray, *Pioneer History Stories*.

MUSIC.

HELEN GOODRICH.

OUR children have a vivid interest in songs of other nations, which it seems well to turn to good account at this time. The most substantial kind of preparation for patriotic exercises would include the cultivation of a stronger feeling about patriotism in general—the universal love of country which is based upon loyalty of character, wherever it is found. The intelligent singing of great patriotic songs must help to give the children an intimation of this. It should help them to think and feel more generously about their fellow-beings, and give them an ethically sound basis for enthusiasm over their own nation and its great men.

The grades happen not to be studying the history, geography, or literature of any of the countries which have produced great patriotic music, so that each song will need to be introduced